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Mr. Churchill's 'Anglo-Saxon' Language — LOUIS FOLEY

The Child's-Eye View of War and Peace — RALPH C. PRESTON

Teaching Is Grace and Johnny — ELIZABETH MOORE

Guidance in Personality Development — LOUISE MARTIN KOSTENBADER

What Is Good Reading Instruction? — FRANK M. RICH

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Stray Thoughts from a Factory Bench — ROBERT WITHINGTON

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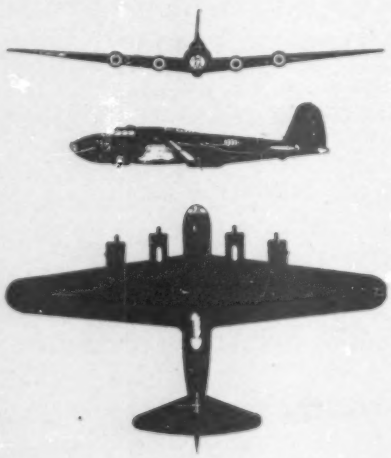

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The Journal of Education

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SIX PARK STREET, BOSTON

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AS WE GO TO PRESS

We once more have to decide what to say in this prefatory corner—and whether to say anything. Then we remember one reader's remark about the "light touch" given at this point as somehow removing any possible dread of dipping further into the pages, and we take heart. Besides, we have on our desk some letters that just came in, rather exuberant letters about last month's Journal. Suppose we quote one of them. Not that we feel proud or boastful. Goodness knows we are never satisfied with our own part in this performance. The nice thing about it is the growing appreciation of our efforts to produce a helpful and enjoyable magazine. Anyway, here's one letter:

"I have just finished reading my November issue of the Journal of Education. Frequently I find my time limited so that I read only certain articles in this Journal; however, this current issue, to me, is the outstanding issue of the Journal of Education in my nearly 21 continuous years of reading this valuable educational magazine. I am asking several of my teachers to read my copy with the special request that they borrow it to read when they have a complete evening at home."

Thank you, Principal ROSA of River Rouge (Michigan) High School.

The same mail brought an equally eloquent, though briefer, tribute: an order for ten copies of the November Journal from a school superintendent — also, it seems, in Michigan. Come to think of it, Michigan folk have always sort of liked this old bulletin from Down East. We can't explain it either.

▼

Interesting and timely manuscripts are certainly wearing a path to our door. We can hardly wait to bring you some of these. One entirely new feature will be the Educational Problems Clinic, in which two of our California friends, Ben and Dorothy Minton, will present answers of well known authorities to important questions. As a starter, President Hutchins of the University of Chicago will give vent to his ideas about post-war schooling. The following month, President Von KleinSmid of the University of Southern California will take issue with Dr. Hutchins. We wish we could tell you more, but this would mean setting this department in smaller type and that would be hard on your eyes. Moreover, the element of surprise is worth a little, don't you agree? There will be *pleasant* surprises, we can promise you.

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. . . TEXTBOOK TOPICS

Why Your Pupils Waited For Textbooks Last Fall

Work was held up in thousands of classrooms, this Fall, because publishers could not fill orders on time. As much as two or three months elapsed in some instances before essential materials could be delivered. Probably the average principal or teacher did not realize how many other schools and classes were experiencing the same trouble, or how hard a time the publishers were having in their struggle to meet school requirements promptly.

Aside from labor shortages, the chief cause of the textbook scarcity was a lack of paper. The publishers had not been permitted to pile up their usual stocks against the anticipated demands, but were told to use up their quotas before asking for more.

As a means of warding off a similar crisis in 1944, some of the State Teachers' Associations and other educator groups have passed resolutions like the following—known to have been adopted by the State associations of Missouri, New Jersey, Texas and by the Superintendents' Association of New England.—

RESOLUTION

The President of our country has said that books are weapons. We believe this to be true, but if books are potent instruments of warfare, they are also the essential and irreplaceable tools with which to build a lasting peace among nations and a lasting democracy in our country.

In our schools we are striving earnestly and energetically to develop educated, thinking citizens who will take an intelligent share in shaping the future course of our democracy. We cannot fully accomplish this purpose without an adequate supply of textbooks, and for this reason we are greatly concerned over the continuing rumors that our National Government is taking steps to insure the continued availability of materials for textbooks and has not recognized the essential need for the necessary manpower to manufacture them.

Our schools already have experienced shortages due to publishers' manufacturing problems, which have resulted in inconveniences seriously interfering with routine classroom instruction. With the continued loss of trained personnel the place of the textbook as a tool of instruction becomes increasingly important.

In education, time is of the essence. The child passes from level to level and from grade to grade, and as he advances in his education, books must be available when he is ready for them. We would greatly deplore the development of a situation where failure on the part of the National Government through its appropriate agencies to allot sufficient supplies of paper, cloth, and all other materials going into the making of textbooks, would result in our schools no longer being able to secure the necessary books for each step in education.

Adult citizens gladly submit to rationing of material comforts and necessities. We are convinced, however, that the citizens of this state will not gladly submit to the rationing of education for their children, and we ask that the National Government take all steps necessary to insure a continued and ample supply of books for schools.

That circular letter from the New England salesmen's association, most of which was quoted here last month, evoked a protest from one publishing firm, whose spokesman declares that only a very few school people abuse the sample copy privilege. This particular firm believes that the samples submitted for examination with a view to adoptions are a good thing for schools and publishers alike.

Headquarters of the American Textbook Publishers' Institute will soon be moved from Jefferson City, Missouri, to a city on the Eastern seaboard, probably New York. Mr. Lloyd King is executive secretary. No doubt the idea is that he might see his office oftener if it were nearer to Washington, where he frequently has business.

Education in War Time and After

Faced with the task of suddenly adjusting themselves to total war, our schools have not known quite what to do. The faculty of the School of Education at Stanford University, having many contacts with the problem and those engaged in solving it, have pooled their thoughts and opinions in a well organized and unified volume called "Education in War Time and After." While it deals mostly with the matters that press for answers now, the authors believe that those answers if given rightly will pertain almost equally to the period of reconstruction following the war.

EDUCATION IN WARTIME AND AFTER by Stanford University School of Education Faculty. D. Appleton-Century Company, New York. $3.00.

Health of Our Nation Series

How to give children a healthy interest in health, both their own and that of their community, and how to keep that interest alive and active throughout habit-forming years, are problems of deep educational concern. Books to aid instruction in this field need to be ingeniously adjusted to advancing intelligence. They must avoid tiresome reiterations of the same materials, yet drive home certain principles again and again. The series called "Health of Our Nation" comprises ten attractive volumes that range from simple narratives for the early grades to the you-and-your approach at middle-years, and upward to the more formal study texts for high school levels. For the teen ages there are chapters on social aspects of living, as well as upon physiology, anatomy and hygiene. At points along the line the authors deal with accident prevention or safety. One of the uppermost books devotes a third of its space to first aid and home nursing. Step by step the foundations of sane and sturdy living are being taught. Illustrations in black and white and in colors reinforce the interest of well written textual matter. The treatment is modern without becoming

AND REVIEWS . . .

super-technical. This "Health of our Nation" series may well do the work of many doctors for that part of the nation which is now in school.

HEALTH OF OUR NATION SERIES by Brownell, Williams and others. American Book Company, New York. Eighty cents to $1.60.

After the War, What?

Two pamphlets by Preston Slosson of the history department of the University of Michigan, offer stimulating material for high school classes in current history. These are "Why We Are at War" and "After the War, What?" Professor Slosson succeeds in supplying needful backgrounds concisely and clearly; in analyzing the problems of today and tomorrow; in setting forth various proposed solutions; and, to an extent that is unusual with such texts, in hinting what may be the best answer and, at any rate, in not leaving the reader with a feeling of hopeless bewilderment. As the author points out the arrangements made after this war will be the results of many compromises. No single philosopher will be allowed to draw the blueprints. The will to continue working out a durable peace is more important than the precise formulas to be adopted. While those now in school can scarcely share in deciding upon the first steps to be taken after victory, they will have much to do with America's attitude toward vital issues in the years to come. Hence the high worth of learning in school today both the why and the potential whither of the struggle that is going on around the world. To this purpose Dr. Slosson has written exceedingly well.

WHY WE ARE AT WAR, and AFTER THE WAR, WHAT? by Preston Slosson. Houghton Mifflin Company, Boston. 57 cents each.

Reading for Interest

A series of ten books, graded in difficulty and each one carrying its own charm of story and picture, comprise the "Reading for Interest" Series. The volumes are by various authors and the illustrations, rich in color, are the works of different artists. Occasionally one of the series contains short stories selected from well-known writers in the juvenile field. This set of books should bring immense joy to many boys and girls, especially since every young reader can find here the precise material that fits his reading ability and dovetails with his experience or fancy. The titles, arranged in order of ascending difficulty, are these:— *Bigger and Bigger; Little Lost Dog; A Home for Sandy; Rain and Shine; Something Different; Lost and Found; Fun and Frolic; Luck and Pluck; Merry Hearts and Bold; The Brave and Free.*

READING FOR INTEREST SERIES. Various authors and illustrators. D. C Heath and Company, Boston. Priced from 24 cents to $1.20.

Principles and Techniques of Guidance

What to do about a guidance program has been a real problem to many administrators. Shall there be a guidance expert, perhaps a whole staff of such experts? Or shall the guidance idea be carried out by the teaching personnel, mostly devoid of special training for the task? The new volume, "Principles and Practices of Guidance," discusses this question and many others related to it. Different setups of guidance are considered, with apparent approval of a middle ground wherein the guidance people and the teachers work together with mutual understanding and a common purpose, namely to aid each pupil toward those educational and vocational pathways that are best suited to him or her. The techniques of guidance are well described in the book, which guidance officers and school heads will want to read. Teachers may be less eager to read it; yet they could become more useful to their students if they would do so—and, it may be, more friendly to their guidance colleagues, provided these are something other than seat-warmers who unload their work on the teachers. Friendly cooperation with so called experts of that stripe can scarcely be expected, no matter how many guidebooks on guidance the teacher reads.

PRINCIPLES AND TECHNIQUES OF GUIDANCE by Lefever, Turrell and Weitzel. The Ronald Press Co., New York. $3.00.

Our Land of Song

From our ten-foot shelf of recent texts we choose a smallish volume whose brightly designed blue cover has been intriguing us. The title reads: "Our Land of Song," and it is a typical unit of that outstanding series, "A Singing School." In the book we have in hand there are songs of lilt and spirit, just right to induce a love of song in pupils of an intermediate grade. There are new songs and old songs, songs that are native to our soil and songs from Canada, Latin America and the Old World. A number of interesting dance formations are diagrammed and explained. On one page patriotic fervor; on another page, fun and frolic; farther along an amusing operetta called "The Town Meeting." It is one of those books that make us adults envious of the modern child at school.

OUR LAND OF SONG by Theresa Armitage, Peter W. Dykema and others. C. C. Birchard & Co.: Boston.

Living in the Social World

A basal text for high school classes in sociology and social problems. The institutions and groupings mankind has formed in working out his economic needs and his relations with his neighbors are treated with cool objectivity and with attention focused on normal situations and roles rather than abnormal ones. Even so delicate a subject as religion is handled so discreetly as not to give offense, and in a manner to have value; as when the student who may be troubled by apparent contradictions between science and religion is informed that the realm of science does not extend into the field of religion and that seeming divergences can be reconciled. Rival economic systems are described without partisanship or favor.

LIVING IN THE SOCIAL WORLD by James A. Quinn and Arthur Repke. J. B. Lippincott Co.: Chicago.

Editorials

The Tone of Teheran

These meetings of the heads of nations, with resulting agreements and declarations, will ultimately be weighed by the effectiveness of their military decisions and by the way subject peoples react.

Nearly two years had passed after our entry into the war before Messrs. Churchill and Roosevelt succeeded in meeting Joseph Stalin. Yet no one was surprised that the conference at Teheran was friendly. The previous parley of foreign ministers at Moscow had turned out agreeably and had thus set a promising pattern.

The Teheran declaration makes clear that there will be no more innuendos from Moscow regarding a second front. Military plans have been synchronized; their scope defined.

The remarkable thing about the Teheran document is its contrast of tone with that of Cairo. The statement coming from Roosevelt, Churchill and Generalissimo Chiang, painted a dark picture for Japan: its conquests stripped away; its standing as a first-rate power transferred to China; "unconditional surrender" reiterated and meaning all it says.

The statement from the Iranian capital, on the other hand, deals with Germany with more the appeal to reason than the threat of loss. This does not mean that Germany's surrender must be any less unconditional, nor that Germany will be allowed to keep her illgotten gains. But the emphasis is entirely upon what will "*not*" happen to the German nation when it lays down its arms. By inference, the Teheran pronouncement seeks to persuade the German people to abandon their militaristic and Nazi leaders. While those within the Reich who would like to do this are puzzling how it can be managed, some weakening of German morale is bound to be experienced. Evidently the negotiators at Cairo, a fortnight earlier, believed it preferable to hold up the worse side of the story to Tokio. Or was it more for cheering China than for any probable influence on Japan?

At any rate, the conferees at Teheran have raised the hopes of good men everywhere that peace can be established on reasonably secure foundations when victory is achieved. For all of which, the world may yet owe quite a debt to a man named Stalin and the Soviet Union which he directs. War creates strange partnerships. It discovers great leaders and unconquerable nations.

Promote the Substitutes

The great City of New York has so long kept a queue of applicants for teaching positions waiting outside its doors, that the virtual disappearance of that cranial appendage puts the school authorities in a quandary. Shall they comb over the list of once-upon-a-time eligibles with a view to hiring any who happen to be still available? Or shall they give a few hundred regular teaching appointments to those modestly paid persons whose worth has been tested severely in the schools where they have served as "permanent substitutes"? To place these substitutes in regular jobs would cost the city the difference between their present pay and the higher pay of the places they would fill. Thus the question of economy seems to enter. But perhaps the question of fair play also enters, as James Marshall, veteran leader in Gotham's schools and ex-chairman of its board of education, persistently declares. To the mere onlooker, Mr. Marshall's side of the argument is apparently the right one. There is no good reason why substitute teachers should not occasionally be given a break. Their daily tasks are harder than those of the regular teachers they replace—and their wages are usually much too low, being based partly upon the substitute's hope for a real position.

"Co-Prosperity" Changing Hands

The Cairo decision to "break" Japan back to its status of fifty years ago took courage to reach and will take much hard fighting to carry through. Japan's leaders did not intend to write the history of the coming century as it will be written.

No one can yet foresee how the attempt to confine an extremely ambitious nation, possessed of great skill and cunning, within narrow boundaries will work out. Something new in the handling of raw materials and world trade seems to be implicit in such a policy.

China now has two powerful allies, committed to aid her in driving out the Japanese. For Great Britain it is a reversal of policy, since Japan has been her traditional ally. For the United States, it means not

a change of attitude but a translation of attitude into action.

The significance for all empires in the Cairo resolutions and in other resolutions made at important meetings beginning with the Atlantic Charter, is open to speculation. Mr. Churchill has let it be known that he did not become the King's minister to preside over liquidation of the British Empire. To be sure, much of that empire is held by bonds of loyalty alone. But there are colonies and there is India. Is Japan merely to be punished? Or is a new day being evolved in which backward peoples will be wards, not serfs, with civilized governments truly serving as guardians and trustees until freedom can be safely granted?

The earth is groaning under strains that will continue to demand adjustments long after the war is won and its immediate objectives are attained. Conquered enemies will need to be held in check with firm hands. But kindly hands will just as surely be required to heal open wounds and bring about conditions in which peace can thrive.

Education Not a Football

While education does have some relationships with football, there is no need or excuse for treating education as if it were only an inflated pigskin waiting to be kicked around.

Of course there were honest questions of expediency involved in the proposal for federal aid to education. But who shall say that the main reason for its defeat in Congress was not a feeling that education can wait, being of minor importance anyway in a war emergency?

Most of us can remember a hope which certain of our educational leaders cherished for years and tried to transform into a reality, the hope that the old Federal Bureau of Education might be raised to the status of a department, with representation in the Cabinet. Today that national watchtower has been moved a space or two down the line instead of up. Every notice and every document now coming from the commissioner's headquarters has its source designated as "U. S. Office of Education, Federal Security Agency,"—as if some one might otherwise forget Mr. Paul McNutt's agency or as if the mailman would be unable to discover the Office of Education unless he first located the security outfit, which is itself a branch of the Interior Department.

It isn't difficult to point out other signs that official Washington sets rather light value upon the intangibles in comparison with war machinery and munitions. Teachers are pulled into selective service, without too much regard for the essential character of their work. Materials such as textbooks that have no substitutes in the life of the schools are given no priorities to facilitate their manufacture.

The sun does not rise and fall with education, to be sure. School people themselves have been known to rejoice in unseemly fashion at the no-school signal on a stormy morning. But education, by and large, is just about the most worthwhile business that goes on in this country. Its value ought to be realized—and when it is, there will be no more kicking it around as it is now so often kicked by citizens who should know better.

The Good and Bad of It

If we can momentarily blind ourselves to the death and destruction that are involved in war, we see many benefits resulting from it. We see our citizens fully employed, many at high wages. We see a widespread willingness to make sacrifices in the cause of victory. We find ourselves more unified as a people, more conscious of certain ideals we cherish and are fighting to preserve or to make more real. War thus brings an exaltation of spirit. It brings prosperity. It plays up heroism. It enlists all our resourcefulness. It calls forth all our energy and effort. There is nothing in peace times that appears to equal it as an activator. We begin to think of it as an unforgettable experience, an adventure *par excellence.*

Abruptly we turn from a mood like this to one of pessimism. War shows up human faults and deficiencies as what else could? Vast reservoirs of wealth are being emptied. Needless blundering adds immensely to the waste. The prosperity we see about us is a hollow sham, based on borrowing from our grandchildren. How can we consider ourselves united when there are so many indifferent people, so many chiselers, so many who care nothing for the common good? We think of men high up in governmental responsibility who seek to magnify their powers at public expense. We hear of our armed services buying machinery it never uses, giving men unsuitable equipment. We hear of industrial plants and service units hiring more men than are needed to do the work—because the bigger the payroll the bigger the profits.

Yes, we are laboring through faulty human organization, not to produce an immediate utopia, but to overcome and eliminate once and for all the opportunity for turbulent and aggressive nations to run amuck over that moderate amount of dignity which mankind has painfully acquired through many centuries of self-education.

Occasionally we catch a vision that enables us to look ahead with confidence. The lessons of history are hard and we are slow to learn. The Great Teacher needs to have a lot of patience with us all.

MR. CHURCHILL'S "ANGLO-SAXON" LANGUAGE

LOUIS FOLEY

NOT long ago some of Winston Churchill's friends were comparing his manner of speech with that of Madame Chiang Kai-Shek. Anyone who paid attention to that distinguished lady's addresses must have noticed her remarkable mastery of erudite and recondite terms which most English-speaking people never learn. It would have been unusual for a well-educated American, to say nothing of a foreigner. In contrast, however, Mr. Churchill is quoted as saying: "My method is simple. I like to use Anglo-Saxon words with the least number of syllables." *

Nothing could be farther from our purpose here than to imply any adverse criticism of Winston Churchill either as an orator or as a man. Nevertheless this statement of his involves some fundamentally false ideas which ought to have been banished long ago. Yet they carry on year after year, they are systematically inculcated in our schools and constantly echoed in all sorts of ways, until any effort to oppose them seems as ineffectual as trying to sweep back the tide. Small indeed must be our hope of disturbing the inertia with which they maintain their position of unchallenged acceptance. But intellectual honesty obliges us to rebel, however hopelessly, against such misleading generalizations.

One of these is the uncritical supposition that short words are intrinsically more direct and easier to understand than long ones. Another is the notion that so-called "Anglo-Saxon words" are somehow more truly *English*, and therefore more forceful and effective, than other kinds of words in our language can possibly be.

The statement which we have already quoted from Mr. Churchill should be almost sufficient in itself to demonstrate the inaccuracy of what it says. All the strength of its meaning is precisely in the words *method, simple, use, number,* and *syllables,* all of which came into English from French. As for the term "Anglo-Saxon" (inaccurately applied here, of course), it represents a purely *Latin* method of forming international adjectives, one which is universally convenient nowadays in combinations like Franco-American, Greco-Roman, or Russo-Japanese; that peculiar manner of compounding is not an Anglo-Saxon thing. But perhaps the best way to see the nature of the element in English which is arbitrarily called "native," will be to remove from Mr. Churchill's two short sentences everything *except* the Anglo-Saxon words. All that we have left is: "My——is——I like ——to——words with the least——of——" In contrast to this vague and incoherent jumble, it will be perceived that the five French words, taken by themselves, *almost* suffice to express clearly and completely what Mr. Churchill wished to say: "Method simple——use (small) number (of) syllables." If one were sending a telegram, even the "of" might be dropped out. Moreover, though "of" is an old Anglo-Saxon word, this *use* of it clearly reflects a French idiom which our language had not yet acquired in "Anglo-Saxon" times.

Lest it be imagined that this statement of Mr. Churchill's was not typical of his style, we might examine a few other sentences, taken from some of his most celebrated public speeches. These will be chosen simply as outstanding and memorable utterances, important for the ideas which they effectively express. Consider for instance the first sentence of his address of June 25, 1940: "The House will feel *profound* sorrow at the *fate* of the great French *nation* and *people* to whom we have been *joined* so long in *war* and *peace*, and whom we have *regarded* as trustees with ourselves for the *progress* of a *liberal culture* and *tolerant civilization* in *Europe*." Here it is surely plain enough that the essence of the thought is practically covered by the italicized *non*-Anglo-Saxon words. Then in the short sentence immediately following, the burden of meaning is borne by the four French words: "There is no *use* or *advantage* in *wasting* strength and time upon hard words and *reproaches*."

In this sentence from the address of September 17, 1940, it is apparent that the idea resides in the three words from Latin and the five from French: "There are some *matters connected* with our *arrangements* under *air attack* which I should *prefer* to *discuss* in *private*." For a more concentrated but by no means unrepresentative example, we might turn to a short passage near the end of the speech of June 18, 1940: "*I expect* that the *Battle* of *Britain* is about to begin. Upon this *battle depends* the *survival* of *Christian civilization*." Indeed it is characteristic of his style, as it is rather characteristic of good English generally, that most of the real thought is expressed by words that came to our language from French, along with an occasional one from Latin. Only very rarely does one find a statement like this, which clearly says something almost purely in Anglo-Saxon words: "If we can stand up to him (Hitler), all Europe may

* Leonard Lyons, Detroit Free Press, May 26, 1943.

be free, and the life of the world may move forward into broad, sunlit uplands." Of course *Europe* and *move* are not Anglo-Saxon, but here they happen to be not particularly important to the meaning.

If one desired, however, to make out a case for Mr. Churchill as a user of Anglo-Saxon vocabulary, hardly any better evidence could be found than what is perhaps the most famous phrase he has uttered during this war: "blood, sweat, and tears." All four words are as definitely Anglo-Saxon in origin as any that we have. This phrase is worthy of careful study, for it involves matters which go deeply into the nature of language, our own in particular.

English words of Anglo-Saxon origin have certain typical qualities, and they tend to fall into rather definite clases. The commonest kind, those which immediately rise to the top in any word-count, are the mere grammar words such as articles, prepositions, conjunctions, or the colorless verbs which we repeat constantly as at most little more than auxiliaries. All these are words which stand for nothing conceivable in themselves, but merely help to mark direction or relationship of other words which do carry intrinsic significance. They are simply the general equipment which every language must provide for itself in one way or another, and the peculiar handling of which goes far toward giving to any language its idiomatic character, its own special system for combining ideas.

Otherwise, for the most part, our Anglo-Saxon words stand for primitive, elemental actions or things. They are generally rather loose or vague terms, anything but sharply defined; they vary widely in their meaning according to their combination or the circumstances in which they are used. What is more to the point is the fact that their value often depends very largely upon the tone or intonation with which they are uttered, or with which one speaks a sentence as a whole. Here indeed we touch upon the unique quality of English which makes it such a desperate struggle for any foreigner ever to learn. Especially as regards its Anglo-Saxon element, the meaning of an English sentence is not so much in the actual words as in how they are said. So our Anglo-Saxon words, to a very large extent, are much clearer in speech than in writing. They may be commonplaces of everyday talk, and attract no attention, or from the lips of a fervid orator they may stir us profoundly indeed. Since their content is often rather emotional than intellectual, they do not always carry over very reliably into cold print. It is necessary to realize this far-reaching truth in order to see why written English, unless it be handled with special care and intelligence, does not approach the unequivocal clarity of French.

Now how about "blood, sweat, and tears"? Their emotional quality requires no pointing out, but their force was surely due in considerable measure to a particular occasion, to the effective voice of a great orator, and to the whole speech which built up a meaning for them and which they summarized. But this is not all.

It seems a reasonable guess that the word of this phrase which one might choose as most typically "Anglo-Saxon" is *sweat*. Notice that ordinarily it is a commonplace, unattractive word, sometimes colorless and sometimes repulsive. Here it obviously acquires its impressive value by being lifted into a symbol and grouped with *blood* and *tears;* its depth of meaning is largely the result of that unusual combination, an unexpected but telling arrangement of words such as only a gifted speaker has the insight to find. And there is a further lesson to be learned from this phrase. *Blood* and *tears* do not owe their power to being "Anglo-Saxon." They are truly classical, as they stand for timeless symbols which have belonged to the human race since as far back as we have any knowledge. They contain an appeal which can be readily translated into any language. Though, once more, their force is largely in their combination, and the content is emotional rather than intellectual, here we do have words of unmistakable meaning.

One is tempted to say that Mr. Churchill chose them because they were *not* characteristically "Anglo-Saxon" in anything but the largely irrelevant etymological sense. Nor does such a conclusion seem at all implausible as we look at the titles of the fifty-two speeches included in the volume, *Blood, Sweat, and Tears,* and notice that practically every title depends for its essential meaning upon a word or words from Latin or French.

Any modern language is naturally and necessarily a very complicated affair, like the complex human life which it expresses and reflects. Sweeping statements about such a subject must therefore always make allowance for exceptions here and there. Nevertheless certain generalizations stand out clearly as soon as one takes the trouble to consider our English language the least bit analytically. Its three important elements—— Anglo-Saxon, French, and Latin—— contribute their different functions to a united whole. The Latin element, which is indeed useful but remains the least indispensable, serves in the main to express impersonally intellectual abstractions. The French element represents definite *ideas,* not devoid of sentiment but never surrendering clarity of thought. The Anglo-Saxon part of our tongue is mainly a matter of grammar and emotion. In so far as it really belongs to our language at all, however, no one of the three elements is either more or less truly "English" than either of the others.

THE CHILD'S-EYE VIEW OF WAR AND PEACE

RALPH C. PRESTON
University of Pennsylvania
Philadelphia

OUR children will not have a hand in framing the peace of the Second World War, but their attitudes will certainly affect the permanency of the peace that emerges. Will they fall prey to the men of small faith? How effectively have we been helping them develop responsible attitudes toward the problem of eliminating violence in international disputes? Bits of evidence on such points, accumulated by the writer in interviewing one hundred children, may prove helpful in attempting to obtain a picture of the situation.

The facts, in summary, reveal that the older the children, the more optimistic they were concerning the possibility of abolishing war. The proportion of children believing that wars can be abolished varied from age group to age group as follows:

9 and 10 year olds 43%
11 and 12 year olds 49%
13 and 14 year olds 62%

Suggestions of many older children—but far too few—showed real knowledge of and belief in the strivings which have been made to establish international organization. A negligible number of the nine and ten year olds seemed able to envisage world government, but this is a fact to be expected in the light of the limited compass of their lives. The proportion of children making realistic proposals for world government was as follows:

9 and 10 year olds 6%
11 and 12 year olds 17%
13 and 14 year olds 38%

There is nothing alarming in the fact that one-third of the children of the youngest group seemed to feel that if somehow we could just proclaim peace wars would be abolished, for belief in such naive, romantic remedies is to be expected among the young, and is a stage in their development. Fewer older children made proposals of this immature sort. The proportion of children making naive proposals for world government was distributed among the age groups in the following manner:

9 and 10 year olds 33%
11 and 12 year olds 27%
13 and 14 year olds 7%

So much for the bare facts. What then? First of all, it can be noted that feelings of helplessness in the face of war gradually diminish as children mature. It is encouraging that apparently many young people grow into ever deeper recognition of how peace can be managed.

Complete optimism, however, is far from warranted. A substantial portion of children do not seem to grow up in these respects. Many adolescents expressed views differing little from those of the majority of nine year olds in their provincialism, defeatism, and ignorance. The following cynical expressions of the interviewed children make vivid this type of defeatist thinking.

"There are bound to be bad people who want war."

"No plan would really work except to destroy civilization and let the world be ruled by elephants."

"You can never stop war forever unless everyone who knew a darn thing about war machines were wiped out, and that's impossible."

"When Moses went up to the mountain the Lord gave him ten commandments but it hasn't done much good. One was 'Thou shalt not kill.' That hasn't been followed, so a treaty wouldn't work. If you destroyed all ammunition some other way would be found to fight."

"Conferences have been tried but never worked. There is no way. The League of Nations was a flop."

One task of Twentieth Century teaching is to undermine such despair. Following the last war social studies instruction was at pains to present the *pro* and *con* of world organization. It should be evident today that to continue teaching it as a debatable issue is to defy an ultimate purpose found in the evolution of man. The proposition offered to educators by Comenius, that we must learn to be citizens of the world, is no longer in the category of unattainable ideals. International law, no matter how s[illegible]etchy, is a fact. The League of Nations is a prototype, however crude. The tremendous speed with which the world has grown together calls for a more conscious effort in the task of helping boys and girls accept the concept of world federation and anticipate its ultimate formation.

AUTHOR'S NOTE—The data upon which the percentages are based are presented in the writer's *Children's Reactions to a Contemporary War Situation*, pp. 69 - 72.

TEACHING IS GRACE AND JOHNNY

ELIZABETH MOORE

OH, FOR the life of a teacher! Teaching is not all books, and facts, and principals. Teaching is kids, and mothers, and life to the "nth" degree. Teaching is human interest from the sublime to the ridiculous. Teaching is Grace and Johnny.

Grace was fourteen years old and in the eighth grade. She stole money in the gym; she stole five dollars from the lady for whom she worked after school; she sneaked out at night with boys much older than herself; she lied and alibied; she "borrowed" her sisters' very best clothes; she had an I. Q. of 120, which means intelligence above average; and yet she did practically nothing in her school work. She hated all her teachers and the world in general. She snapped, and sulked, and giggled. When confronted with positive proof that it was she who stole the money from the gym, she denied it most emphatically, but finally after "looks that killed" and many tears, she confessed. It was then I learned about the five dollars she had stolen from her employer and that she was on parole to her older brother. I turned the case over to the school counselor who in turn took it up with the juvenile court. Mrs. Smith, of the court, came to the school the next day and questioned Grace. She decided the best thing to do was to take Grace home after school and make her confess her misdeeds to her mother.

It was then she came to me, her home room teacher, and begged me not to let Mrs. Smith take her home because her "mother hadn't had any sleep for three nights and just couldn't stand another thing." The child was frantic and amidst tears and sobs the family story poured out. The father was dying with cancer and was in the final, excruciating stage. There were six children and Grace was the second from the youngest. The three older ones worked at whatever they could and it was Grace's job to help with her father and look after the two younger children. Every morning for two years, it had been her duty to shave her daddy and look after his toilet. She took much responsibility upon her young shoulders and worried about food and rent. She worried because they had borrowed so much money from her aunt and could never repay her. She felt embarrassed and inferior because she could not dress like the other girls in her class. She longed to have a good time, but had no money. She wanted to go to the ice-skating rink, but had no money. She wanted a permanent wave so she could look pretty like other girls, but had no money. She wanted some high heeled pumps. But most of all, she wanted money to pay for her school books. She was too proud and independent to have the school furnish them, and if she could just get one dollar and thirty cents, she would have enough to rent them—so she stole the one dollar and thirty cents.

I asked Mrs. Smith not to insist on the child telling her mother that evening, but she was adamant. However, on arriving at the home, she found that Grace's story was true, so she did not tell the mother about Grace's difficulties that evening. Grace was then paroled to me and I watched over her the rest of that year. Every Friday evening she brought in a report concerning her citizenship and scholarship.

The school counselor saw to it that she got better clothes and arranged for her to work in the domestic science department so that she would have a little spending money. She also managed a permanent wave for her.

The next semester Grace's father died; her mother secured work; and it is needless to say that Grace ceased to be a problem. I shall always be thankful that she was not sent to the Girl's Detention Home. She was just a little girl with problems too deep, and she can now grow into a happy, normal womanhood without that stigma upon her.

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And then there is Johnny, the over-privileged, "only-child" boy. Johnny's is the "too much mother" problem. Johnny fails in school because he cannot shoulder responsibility; he is immature, he cannot take care of his belongings —his books, his coat, his lesson assignments. He is selfish and spoiled with no consideration for others. He demands more than his share of the teacher's attention and is the bane of her life. He resents school authority because he is trying to compensate for and escape from home authority and mother possessiveness. He is often an extremist, sometimes too shy, but nine times out of ten too aggressive. Because he has been catered to and pampered, he cannot compete with other boys of his age scholastically or physically. He either develops an inferiority complex or an undesirable superi-

ority complex. He is commonly called a "sissy" or a "bully."

A certain mother called the teacher over the telephone one day and laid her out verbally because she would not permit her Johnny to come into the Home Room at noon to get his sheep-lined coat. So Johnny had the sniffles. The school rule was that all children should come in between the third and fourth hour classes to get their wraps to wear to the cafeteria which was about a block away from the main building. In this way the third and fourth hour classes would not be disturbed by thirty or forty children running in and out. Johnny was fifteen years of age, over-grown, heavy-set, red-blooded, lazy, moody, stubborn, and an inveterate day-dreamer. Johnny handed in the most unfinished, smudgy papers imaginable. Johnny wore his fleeced underwear, a polo shirt, a slip-over sweater, a jacket and a corduroy suit. And Johnny fully understood about getting his coat at noon. But why on earth would Johnny want to lug a heavy sheep-lined coat around with him all during the noon hour?

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The mother also informed the teacher that Johnny was very musical and should be playing in the advanced orchestra, but the music teacher was discriminating against him and kept him in the beginner's orchestra. The truth was that Johnny really had no musical ability and if he had had, was too lazy to practice. She then bought him a Glee Club suit although he had not been chosen to sing in the Glee Club. She said she knew Johnny could sing because his daddy was an excellent singer. Johnny was delighted when not permitted to sing, but Mother was furious. The last quip was that some one was lying about things and Johnny had never lied in his whole life.

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Your guess is as good as mine as to "who was the liar?"

GUIDANCE IN PERSONALITY DEVELOPMENT

LOUISE MARTIN KOSTENBADER

IN MY opinion guidance, if worthy the name, should seek to evaluate and direct individual potentialities so that each pupil may take his rightful place in society and contribute his maximum share to the betterment of those with whom he is associated. Good guidance is a prime requisite for developing a well integrated personality and while it is true that all good teachers at all times have known this, only recently has emphasis been given to its importance. Today guidance is a vital part of the daily program and every alert teacher is cognizant of the fact that, consciously or unconsciously, she is carrying on a guidance program.

The modern concept of education is infinitely larger than that of even a few years ago. It encompasses every phase of living. Today education is not engaged in merely teaching facts but in purposefully evolving satisfactory procedures to teach children. True education seeks to instruct children in such a fashion that they lead a normal life which, of necessity, means using their inborn traits and abilities to develop well integrated personalities. When education succeeds in doing this, good guidance in inevitably involved.

If we concede, as I feel we must, that guidance is the most essential element in successful teaching then our next consideration is to find the most essential element in guidance. Here, there is little opportunity for diversity of opinion for, by all odds, the most essential element is the establishment o*f complete* understanding and confidence between pupil and teacher. Rapport is vitally important and unless the teacher is genuinely interested and thoroughly sincere rapport cannot be established.

What then is the first step needed to accomplish this? Know each child intimately. To do so it is necessary to have his friendship and confidence, for without it it is impossible to talk freely with him about himself. The child and I get together, privately, and have a little conference. Once confidence is achieved he is willing to discuss personal problems and I can point out his good traits and bad ones without unfavorable reactions. He knows his faults and shortcomings but, like most of us, seeks to rationalize rather than to face facts and correct them. It is only when he is willing to admit his faults that he is ready to remedy them.

Suppose, for example, a child admits that it has been hard for him to take adverse criticism. We discuss the problem and make a friendly agreement to eliminate this unfortunate personality trait. Now we both understand and the next time it becomes necessary to criticize some work unfavorably, just a knowing smile will help to remind him that he must take it in the right spirit. That feeling of mutual understanding flashes across and we are over the first

hurdle. Work for an entire year with such a problem and one has gone a long way on the road of definitely helping that child to adjust himself to a situation which he will often meet in his lifetime. Socially he is better adjusted, his disposition is improved and his self confidence increased.

No matter what way of life we choose, one thing is inevitable, we shall always work with other people; and to the extent that we acquire ability to do this harmoniously, we are progressively successful. Therefore it is eminently important to guide the child in his contacts with fellow pupils. He must learn to react, spontaneously, in such a fashion as to foster cooperation and consideration. I try to help him realize that good classroom etiquette and behaviour is important because it enables all the children to obtain the maximum advantage of instruction. Also it makes our life together more harmonious and harmony in life, as in music, is beauty. Beauty, in any form, means greater happiness and where happiness exists there is good fellowship and peace. We can only hope to build a better world by inculcating those ideals which make for harmonious living. The classroom offers an ideal situation in which to give practice in the pleasure to be derived from getting along harmoniously together.

If pupils are to have the best of guidance in personality development they must learn to have confidence in themselves, regardless of their mental ability. Praise is an essential element for inculcating confidence. I find something good first and then talk about those things that need improvement. No matter how poor a piece of work is, for that individual child, there is always something that he has done well. Praise rather than blame is a vital element necessary to build self confidence.

In this competitive world, we must do good work if we wish to succeed, and being creatures of habit, one well worth cultivating is that of satisfactory achievement. To inculcate the habit of good work we must give the child every possible opportunity to experience the joy that follows completion of a task well done, no matter how simple it may be. The success engendered by such completion of a problem guides him to do his best, not merely for praise, but for the sheer satisfaction of doing something as well as he possibly can. Give him sufficient opportunity to experience this joy and it may become a habit, for we all tend to repeat those things which bring pleasure.

I feel, very decidedly, that it is a serious error to have a child work or behave to please a particular teacher. He should be trained to do the right thing, the best thing because he realizes that it is the right thing and the best thing for him and for those with whom he is associated. He should be trained to act as he does because it is to the interest of all concerned since, only in so far as he does it for this reason, will it become a part of his personal development.

In short, unless I train the children in my class to work well together in every way I am not giving them satisfactory guidance. As they learn to do this they eliminate bad traits and substitute good ones. Only thus are they helped to develop a personality which will serve them well as individuals and also make them members of society who will promote a better future for humanity.

All children need an opportunity to learn to solve their own particular problems; therefore, I never give the solution to a situation but rather I guide them in finding it themselves. It may merely involve some simple duty in the class room for which they are responsible. When they come to me and say, "How shall I make this?" "Where shall I put this?" my first response is "How do *you* think it might be done?" or "What do *you* think you should do about it?" It takes longer than to give a direction but it is well worth the extra minutes.

I also find it invaluable to allow a few minutes at the end of the day when I can talk, informally, with various pupils. Supposedly they are staying to help me but in reality it is for the purpose of becoming better acquainted. We get into all sorts of fascinating topics which help me to round out my picture of their little worlds.

To guide children in the classroom is a comparatively simple matter but to have that guidance carried over to the home is equally important; therefore, when a parent calls I make it a rule to give a few very specific suggestions for the correction of faults and encouragement of special abilities. If the parent returns to discuss additional aspects of the child's behavior, I know that we are headed for success. Rarely does it happen that I do not find better bonds of understanding and cooperation established on the part of the child after such a conference.

As I see it, no conference between parent and teacher is completely satisfactory unless the child is also included. He is an individual with certain rights, feelings and opinions. It seems to me that it is his privilege to know what is being discussed and to state his side of the story. Naturally good sense and judgment must be used in selecting points to be considered in such a joint conference. However a three-power pact is of greater value than one made by two adults and insures more lasting results. Children, like adults, resent being talked over by others. Include them and the results will justify this method of procedure.

The elementary school program, which usually provides for pupils remaining with one teacher an entire year, offers unlimited opportunities to the progressive teacher in the field of guidance. It is a challenge and a serious responsibility.

WHAT IS GOOD READING INSTRUCTION?

Third article in the 'What Are Good Schools?' Series

FRANK M. RICH

THERE is one scale of value on which everything pertaining to schools ought to be measured; that is the welfare and instruction of children. In matters of salary, appointment, hours, equipment, et al., nobody has any rights and privileges in opposition to theirs. It is the same with control, routine, tenure, clerical or janitorial service —they exist for the benefit of instruction. Anything that fails to contribute to the welfare of learners is bad, and anybody is a traitor to the cause of education who advocates or defends it.

That being the case, it would seem to be the part of good business management to study the returns from all school investments, to discover what is giving big yields and what comparatively small. Contrast, for instance, these two items, one of two thousand dollars and one of eighty cents; and estimate the resulting educational value they represented.

The first, which Angelo Patri used to tell about, was the last two thousand dollars of a building fund, spent by a building committee for two stone lions for the front entrance to the new school. They were handsome lions, easily worth the two thousand, but in buying them the committee had to leave the new gymnasium unfurnished and do without physical training for a year. The lions, therefore, cost somewhat more than two thousand dollars.

The eighty-cent purchase was a copy of Perkins's "Mexican Twins," bought by a teacher for a classroom library and lent to the pupils to take home after school. In the course of the year, all the children in the class had borrowed the book and read it by themselves; and the next year the principal gave an examination on what they had learned from it. He framed two tests, as nearly alike as possible, one on facts found only in the "Twins," and one on similar facts found in the class's little text book. The library book won. The test seemed to show that eighty cents worth of material, used for outside amusements, had made more of an impression on the pupils educationally, than a full class set of books, reinforced by a teacher's instruction. Yet the directors of this system ruled that they could not "afford" to buy books for classroom libraries, and so left teachers and principals to finance this work by private means. Moral: Without careful detailed measurements of educational results, an administration is likely to be penny-wise when they save and pound foolish when they spend.

Measurement of results costs some time and effort but results are abundantly worth the expense. One does not expect to find any quick, cheap way to take a business inventory. The stock taker patiently goes from shelf to shelf, checking the goods. An educational inventory is quite as feasible as the business inventory, but hardly less laborious; and it is strange that so many rating schemes seem to ignore certain obvious facts of scholastic measurements: First, good work in one subject is no guarantee of good work in another. A teacher may be an admirable instructor in geography or mathematics, and hopelessly remiss in music, hygiene or physical training. Again, he or she may stage a very pretty show for a half hour in lecture or discussion, and leave the class unaffected, so far as any tangible acquirement is concerned. On the other hand, by homework, drill and intensive cramming of facts and figures, a teacher may get a class to pass very difficult examinations, and yet give them little if any real benefit from the instruction—.

If we want a fair estimate of the standing of our schools, we can employ a double check on the work—first, as to how the lessons are managed, and second, what there is to show for the work done. Study by study.

The most important subject, in the primary grades at least, is reading. The good all-round student is generally the skillful and prolific reader. If a student acquires a taste for good reading, his future education is assured, whatever his future schooling may be.

Since reading from the mechanical and from the interpretative sides is handled as two separate subjects in many schools we would better consider them separately, as reading—skill in getting the thought from the printed page—and literature—appreciation of form and skill in reproduction and declamation.

In watching a teacher handling a reading lesson we shall be interested to see how the lesson is introduced to the class. Does the teacher whet interest from the start with the idea that now we are going to enjoy some new information, beauty, novelty, or mystery, give some pleasure to others, or gain a new skill? If the aim of the lesson is to test a sample of a book worth reading further, find a play to dramatize, or make new gains in speed, comprehension and enunciation, do the pupils seem to understand the purpose and cooperate to attain it? Does the

teacher connect the lesson with what has gone before or use it to arouse interest and suspense about what is to follow? Does the teacher help to interpret the author's ideas and expressions in terms of pupils' limited experience, vocabulary and understanding? Are new ideas illustrated by generous use of pictures, acting and other concrete presentation? How big a part do the pupils themselves have in reading, discussion and explanation? Are the natural wall-flowers brought pleasantly into the picture? Good teachers have many devices for helping the memory, or making the lesson "stick." They point out thought associations, set down drill lists for rapid repetition, come back frequently to points taught some time ago, associate a real thrill of pleasure with everything the children get right and see that the main kernel of each lesson is brought out in brief, easily understood and easily remembered form. How well does our teacher seem to be applying these memory principles? What stimulating reading projects are in progress, as library exchange, magazine exchange, school library, scrap books, etc?

So much for the way the lesson is taught. Let us see how much there is to show for the work done. How does the gain in speed compare with the normal gain for the grade? (Pupils' speed in books suitable for the grade should rise steadily from 90 words per minute at the end of the first grade to 240 per minute at the end of the 8th; speed at the end of the 2nd grade should be 109; 3d, 126; 4th, 144; 5th, 168; 6th, 216, unless the books are too hard for the grade.) How well do they comprehend what they have read? (A fair test is how much they can reproduce from memory orally or in writing. From a half minute's reading the number of words reproduced should rise steadily from 15 at the end of the first to 50 at the end of the 8th year. The standard scores for the other grades are 2d, 20; 3d, 24; 4th, 28; 5th, 33; 6th, 38; 7th, 45). In what concrete forms, such as library work, dramatics, book reports, etc. have reading ideas been worked out? What evidence can be found that books read have made a deep impression, that they have been understood, or that others of the same kind or by the same authors have been sought and read by the pupils of their own accord? What remedial steps have been taken to correct individual lack of comprehension, fluency and interest?

Coming to methods in literature, do pupils appear to catch real appreciation and enjoyment of the subject from the teachers' own enjoyment and appreciation? Are the principles of motivation, memory helps and pupil self-activity mentioned above in evidence? Does the teacher furnish a good model of pronunciation, expression, posture, animation? Are exceptional pupils stimulated to do special work, and deficient pupils helped by corrective measures?

To test achievement we shall want to know how much of the required work has been covered and how much supplementary material. How do pupils of the class compare with others in public speaking? How much of the school material has furnished entertainment at home or other pleasure, such as assembly programs, exchange with other classes, correlation with art, nature study, etc.?

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In our next installment we shall consider good work in the mastery of language skills.

WHEN THE CHILD APPEALS HIS MARK

W. F. BOLEN
Principal of High School
Dunellen, New Jersey

"HOW come I got an 'E'? I worked harder than ever and my mark is lower."

Should Tommy's mark be changed? Maybe. Quickly teacher should admit the possibility of mistake. Promptly the child should be complimented for having sufficient interest to inquire. For proper rapport the pupil should be encouraged (if the time is appropriate) to tell the whole sad story. Then comes an opportunity for real teaching of some of the fundamentals of character.

First, prompt frank admission of a mistake, if any, can set a pattern not easily forgotten.

Next the insistence on courtesy in the discussion will provide a background for future problems in human relations.

Further, an example of open-mindedness, willingness to look on both sides of a question, is a good practice best caught by seeing it happen.

When a change of mark is not warranted the situation where the pupil says "What must I do to improve?" is most to be desired.

The human tendency to compare one's efforts with another's may have to be explained by admitting the presence of unfairness in the world and by asking the petitioner to compare his own results with his own possibilities. We have to be big enough to do right and do our best in spite of the easy dishonesty of those who seem to "get away with it."

The team playing against hopeless odds, the runner who, though plainly out-classed, keeps pushing on will serve as examples of determination needed in the scholastic race.

Can you find a better set-up for laying hold of this elusive character education?

Stray Thoughts from a Factory Bench

ROBERT WITHINGTON
Smith College
Northampton, Massachusetts

IN THESE changing times, there is much taking account of stock; and educators are examining their programs, and their products, with a keen appreciation of results. Making the effort to meet new demands, many colleges are speeding up their schedules, without, perhaps, a full realization of what will happen to education in the process; immediate results drive out long-range vision.

Polishing surgical instruments in a cutlery, one has time to think; and as the brain-retractors, bone-chisels, and knives of various sorts come from the forging rooms, rough and black, and undergo the strapping and constantly finer finishing which bring them, with a high polish, to the soft cotton wrappings where they lie ready to be sent to the surgeon, one might be excused for likening the process to education. One worker takes the head, another the stem, and a third the handle, removing the scale and heightening the polish, as various teachers subject Freshmen, Sophomores, Juniors, and finally Seniors, to a finer and finer strapping, until the "finished product" is turned out at Commencement, ready for the world.

But the analogy does not hold; for the product is never finished. Education does not act on inert matter—it is the result of a living growth. As a seed planted by a gardener needs time to sprout—and he cannot dig it up every day to see whether it has started to grow—so we teachers plant and water, though we can rarely reap the harvest and cannot always tell what kind of a crop we are raising. We do know, however, that we are not dealing with passive instruments which, needing polish, submit meekly to the operation. If the classroom were an emery wheel, how easy were our task! How obviously desirable it would be to accelerate, and how little effect the speeding-up would have on the finished product!

But, as Mr. Frederick E. Bolton has remarked, in a recent issue of *School and Society* (18 September, 1943, p. 197), "It takes time to mature. It also takes time to acquire the necessary facts included in the great range and depth of knowledge that would entitle one to be classed as having a liberal education." Here lies the futility of "acceleration"—the futility of conferring a Bachelor's degree in two years with the implication that it is the equivalent of one given after four years' preparation. Should the practice become established, after the war, it would be unfortunate—acceleration is defensible only as a temporary measure. Ripening takes time—developing judgment takes time; one can force a plant in a hot-house, so that it will bloom on a given day in midwinter—but the flowers will not last as long as if they were ripened naturally. "For the duration" it may be necessary to have recourse to such a procedure; but we shall be blind if we maintain it in postwar years.

We may be able to cram facts into students' heads in less time than we now use; but we cannot help the undergraduates to develop judgment in short order. If, in school, the emphasis has naturally to be put on facts, in college, facts (important as they still are) become means to another end—they are not ends in themselves. Perhaps too many teachers overlook this, and stress facts as ends in themselves, even in college; these are the ones who defend acceleration. In a recent report on the first summer session at Smith College, established in an effort to meet the demand for acceleration, the committee noted: "The faculty in certain fields of study concluded that the rapid pace of summer work made assimilation by the student difficult if not impossible,—a conclusion which suggests that some subjects adapt themselves better to summer teaching than others."

The student is no passive instrument in the hands of a polisher; he is more than a sprouting seed in the academic garden; he is educated not only by books, by the efforts of his teachers to make him think; but also (however reluctant the faculty may be to concede it) by his contemporaries. It is this which makes residence in a college of value, which marks the difference between a course given over the radio to a solitary listener, and the same course given in a classroom to students who discuss the substance of it together over the dinner table, or on long walks. The memories of the classroom may be vivid to the alumnus after forty years—but the lodestone which draws him back to reunions is his class. He has shared with them what one student described as "interlectural" activities—and those which take place between lectures are not to be forgotten. The plant is not much influenced by neighboring vegetation—the instrument does not regard its companions—but the human student must lose, if his association with his contemporaries and instructors is cut by an accelerated course.

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Considering the time necessary to appreciate literature, to study the unhurried processes of nature, to build up a background of knowledge and experience, to understand and interpret (as far as that is possible) the world about one, we can perceive why acceleration must be a temporary phenomenon, if education is not to fall to a brummagem level.

MATHEMATICS AND THE MUSES

GUSTAVE SCHWAMM
Russell Sage College
Troy, New York

ONE day I attained that state of mind which should really be carefully avoided by those who like to believe that they are master teachers, where one feels that he has reached the end of his pedagogical resources. It is the sort of feeling one sometimes has when he suddenly realizes that he is getting nowhere with his class, and reaching that destination quite speedily! There I was, in front of a group of low-ability arithmetic students, endeavoring by traditional means to teach the intricacies of numbers which do not stand alone, but which are separated by significant little horizontal lines, changing them from an independent status to one of friendly association! We call them fractions.

Allegedly—and I do not mean this in any critical sense—these students were grounded in arithmetic fundamentals, but for all practical purposes their knowledge of fractions was negligible. It was, therefore, not so much a matter of review as of new teaching. The immediate difficulty made apparent the need for such well-known techniques as proper motivation and invoking of the "apperceptive mass." What "apperceptive mass?" I thought.

In the rear of the classroom, standing against the wall, I saw a violin case which belonged to a student. But what relation, I wondered, could a violin have to the subject of fractions? Soon I remembered, and then I tried a hastily-conceived experiment.

I requested the owner of the instrument to play, and she did so willingly. Her performance was pleasing and extremely novel. The class listened attentively, thereby affording me the opportunity of completing my lesson-plan mentally.

"How many of you have studied music?" was my first query. An affirmative response was practically unanimous. Most of them had done some choral singing and many were studying instrumental music.

"Are numbers involved when you sing or play music?" The response was somewhat slow because the relation between music and numbers was not immediately apparent. But the point was soon discovered, whereupon followed my question, "How?"

That, of course, was pivotal for my purposes, and from then on my lesson-plan which was at first somewhat nebulous, assumed a more definite shape. We went into the method of counting and brought into strikingly realistic focus the concept of fractions as being parts of a whole. Then followed the familiar musical terminology of "whole notes," "quarter notes," "eighth notes," and "sixteenth notes." The relation of each to the beating of time was easily demonstrated. Soon the entire class was beating time, and you may readily imagine the interesting spectacle of a group of potential Arturo Toscaninis, or shall we slip down a bit from our pedestals and say, Harry Jameses! Our young violinist played several selections in various "times," and there ended the lesson.

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Some interesting questions are presented by this situation, many of which I do not profess to be able to answer. For example, was my procedure sound from a psychological viewpoint? Was it too radical a departure from the conventional?

The variety of answers to these questions would probably be as diverse as the respective philosophies and psychological theses of those seeking to answer. I feel that the procedure had more in it than the element of novelty. It involved the powerful elements of the realistic and dramatic, which serve as desirable motivating factors.

There was, also, a genuine apperceptive basis, since all of the students had some familiarity with music. We attempted then, by pleasant association, to guide the pupils from the known to the unknown, thereby enhancing their mastery of the latter.

If learning cannot be approached by direct means, why not employ the indirect? Such, in part, is the procedure of the "progressives," who by their projects and group activities attempt to establish a close relation between the learning and living of the student. Most of us now realize that many things can be learned through means other than books. The planners of the Army's tremendous educational program are aware of this principle of learning by nonverbal means, and are evolving schemes for visual aid in education which will undoubtedly have wide civilian application in the post-war period.

Does education result and become more fixed by learning the verbal way, or is greater change in the child brought about by es-

tablishing the *S—R* relation pleasurably through sense reactions? We feel that the latter is true.

In the lesson we have described there was desirable "activity" on the part of every student. But we leave to others the decision as to its real merits.

EMANCIPATE OR LOSE THEM

PAUL J. GELINAS
Supervising Principal
Setauket High School
Setauket, New York

IF THE teaching profession is to retain its more aggressive and intelligent members, there must be an end to the restrictions which often make teachers slaves of the most narrow-minded elements in the community. One teacher said, "At last we have the opportunity to be individuals and lead normal lives: if we can't get that in the teaching profession, today we can get it elsewhere."

Teachers by the thousands are leaving rural communities not merely because there are greater opportunities in industry, but rather because healthy women are saying that an end must come of the pseudo-righteousness imposed upon them by a dual code of conduct, one for normal individuals and another for school teachers. The trek from the schools to the factories has just begun, and those now enjoying the freedom of industry will never consent to return to the teaching profession unless the profession, particularly in rural communities, rids itself of some elements of social slavery.

The First World War brought some breakdown in social control over teaching personnel. Especially in cities was the occasion provided to escape many of the traditional restrictions. Howard Beale reports that in many small communities teachers were not permitted to attend the theatre. Smoking was sufficient cause for dismissal even though indulged in within the privacy of the teacher's own home. Card playing and dancing were rigidly forbidden, and as for normal association with the opposite sex, there were as many limitations as could be conjured by the twin gossipers over the backyard fence. Dr. Willard S. Elsbree, of Columbia University, reports that as late as 1929, a Kansas board of education dropped eleven teachers because they had attended a dance at a local country club. A few years ago, a teacher was discharged in Massachusetts because she served cocktails in the privacy of her own apartment.* Today women teachers may not marry and practice their profession in most cities. As early as 1903, the New York City Board of Education forbade women school employees to marry. In other words, our teacher who insists on performing her biological function, who insists on being a normal human individual, is barred from the best positions in her profession. Professor Elsbree states that in Virginia a recent contract carried the stipulation that a teacher could not "keep company" with young men. Howard Beale reports that a high school principal in New York State was discharged in 1927 because he walked home with one of his teachers. In some districts the trustees still specify where teachers shall board and how they are to spend their week-ends. Sunday school teaching, Christian Endeavor activities and the like are often almost assumed to be part of the contract.

The time may come when the average citizen will be suspicious of the teacher who possesses none of the minor faults of a healthy, normal person. No doubt, the school executive who said that a little evil is good for a teacher's soul was somewhat unorthodox, but a more general regard for the mental hygiene of teachers and for making the teaching profession a happier one may well pay big dividends in better education.

* EDITOR'S NOTE: The teacher apparently referred to was accused of serving cocktails to *students.*

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Juvenile Delinquency

Juvenile delinquency is with us—and adult, too. The causes are ramifying, the remedy difficult. We can't say do this or that and presto all is well. In the first place it may be impossible to do what we should do; in the second, granted that the means are available, it is difficult to find those who can execute the plan skillfully.

Anent causes, broken homes rank first. Children need skillful guidance from the day they are born. The home is the first environment. If the parents are kind, unselfish, moral, cooperative and educated in child nature and guidance the child has a good chance to develop the proper type of personality; if the home is of the wrong type the child has an uphill fight. Whether he becomes a delinquent will depend much upon chance: the environment he falls into, and the kind of people who attract and influence him.

Next to the broken home in de-

structive influence is the home that can not or does not accept its responsibility relative to children. In instances of this type the parents do not want to be bothered with the children—children get the rugs out of place, leave the screwdriver on the piano and the dish cloth in the bathtub. Worse still they interfere with that sacred game of bridge. It is much nicer for the parents when the children are away from home even though they may be in filthy surroundings.

Another factor is leisure. Too many children from 12 to 18 years of age are loafing around with nothing to do because they cannot legally work. Farmer boys 13 to 14 years of age work all day—and are better off for it. But the city youth often cannot get work and his parents cannot afford to give him much money—so to get what he wants he steals.

And the movies—we mustn't forget them. Certain types are still highly objectionable, yet they are thrown before our youth in attractive surroundings and screaming colors. Crime in America is taught more scientifically than arithmetic or reading—then we talk about our problem of juvenile delinquency. Perhaps we're fortunate that it's not worse.

Recreation centers and night activities in the schools are not the answer. Many parents have told me their children were all right until they started going to these centers. There they met bad company; made unfortunate dates and got into trouble after the center closed at 9:00 or 9:30. Misguided children don't go to bed at 9:30 in this day—they are just getting started then—it's between 10:00 and 2:00 that most misdemeanors are committed.

The remedy lies 1) in correcting the home. That's a big task. Honestly it's a hopeless task—but nevertheless some improvement ought to be possible. 2) The movies and movie people should exert all their influence for morality. 3) Children need to work and to assume responsibility. 4) Every teacher should cause each child to respect, love and admire him. It's under those conditions and those only that we can imbue all children with the ideals of honesty, morality and service. And influence them we must, for many children have no one except movie stars to emulate.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools, Perth Amboy, New Jersey

Bad Manners

A short time ago I attended a meeting of a large educational organization. One of the speakers listed on the program was a woman of national reputation as a writer and speaker. She is one of the most eminent women in present day American life. The chairman of the meeting said, introducing her, "The next speaker is one of two American women who can be called by their first names and everyone will know who they are. She is Miss Dorothy Thompson."

Miss Thompson walked onto the platform a few minutes before she was scheduled to deliver her address. She was introduced to the audience thirty minutes after her scheduled time.

Miss Thompson's address was one of the best I have ever heard at an educational convention. I wish every teacher, principal, and superintendent in the United States could have a copy of it to read. But the purpose of this brief article is not to discuss Miss Thompson's excellent speech. The purpose is to call attention to the inexcusable tendency of school people to impose on lay speakers the practice of beginning meetings late and of paying too little attention to the time at which speakers are scheduled to give their addresses.

The begin - late - get - further-behind practice of those in charge of educational meetings would be reprehensible even if it affected and offended only school people. School organizations spend thousands of dollars every year on public relations. The most elementary knowledge of public relations ought to prevent situations such as I have mentioned. Busy laymen resent being imposed upon by being kept cooling their heels and warming their tempers while bands and orchestras play or while some entertainer takes up more than his allotted time, or while the presiding officer tells funny stories and makes speeches while introducing the speakers. In the Dorothy Thompson incident the presiding officer was not guilty of doing these things. But the officers in charge were guilty of the mistake of compelling a speaker to wait half an hour beyond the time at which her address was to have been delivered. If this case were an isolated one it would not warrant being published even though it involves the incomparable Dorothy Thompson. But it is not an isolated case. It is common enough to be typical of educational meetings, local, state, and national. The practice of not keeping to schedule is harmful to education. It is an example of poor public relations and of bad manners, and it is akin to downright stupidity.

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The News Digest

OF EDUCATION IN ACTION

Declares Basic English Unsuited to Basic Folk

NEW YORK—Basic English is not suited to the needs of the average person who wants to converse with men and women from other lands, according to Miss Elaine P. Swenson, former director of the New York office of the Language Research Institute.

Miss Swenson, who spoke to the group of teachers attending the tenth annual language conference at New York University said "attempts to use Basic English in teaching non-English speaking residents of Hawaii and the Philippines had failed." They were still unable to understand the English spoken by the Americans they came in contact with.

Miss Swenson believes that a person with an I.Q. of less than 120 cannot use Basic English successfully. Because of its limited vocabulary, she explained, most of the 850 words in Basic English must have more than one meaning. The average person, she pointed out, is incapable of distinguishing just what is meant.

China's Ambitious Schooling Campaign

CHUNGKING—Compulsory education did not begin in China until 1935, when the period of regulated compulsory education was fixed at one year. This was effective until 1939, when a four-year plan was put into operation which it was estimated would result in 80 per cent of the children's receiving at least two years of compulsory education. In 1944, another four-year program is to be launched which is expected to wipe out illiteracy by the end of 1949. Some idea of the tremendous effort China is making to guarantee elementary education to all her children may be gathered from the fact that there are now 232,145 primary schools, 18,510 "nucleus" schools, 138,073 people's schools and 75,562 schools of other types, enrolling altogether 22,500,000 pupils.

Some Colleges Raise Funds For Post-War Scholarships

CHICAGO—At least two Midwest universities aren't waiting until the end of the war to prepare practical assistance for returning Johnny Doughboys and their brothers in the Navy, Air Force, Coast Guard and Marines. They're doing something now.

At the University of Michigan and Ohio State University, scholarship funds are being gathered for returning war veterans.

At Michigan it's labeled a "Bomber Scholarship Fund," and includes women, too, of the armed forces. The idea started at the University's Abe Lincoln Co-operative House, when the members raised $17.87 to begin the fund. Over $18,000 has been raised to date, and the goal being worked for is $100,000 before the end of the war.

Social functions at the University have been mobilized to help the fund, so that receipts from dances, movies, and stage performances may go into it. At present war bonds for a bomber are being bought with the fund money. After the conflict the war bonds will be liquidated and converted into scholarships for war veterans, without regard to race, color, or creed, the University says.

Ohio State University, at Columbus, began a similar project recently. And in little more than a week after notices were sent to the alumni and friends, checks and bills totaling over $2,000 rolled in. The University asked particularly, says Alumni Secretary John B. Fullen, that contributions be for small amounts of a dollar and up. Every mail, he says, is bringing in a stream of check-filled letters.

"We can't wait until the peace is won to prepare to help the thousands of boys who will want to finish college," says Howard L. Bevis, President of Ohio State. "This Government will care for the wounded, industry is planning to absorb workers, and we must be prepared to help those who want to return to college."

A young Marine veteran from Guadalcanal is responsibile for this scholarship campaign at Ohio, says President Bevis. Honorably discharged because of a condition resulting from the fighting at Guadalcanal, and penniless, the young man "hitch-hiked" from California to Ohio State University by airplane, to see about entrance there.

"Letters from many others," says President Bevis, "show that thousands of boys are sweating it out on lonely watches, or bringing back their unburdened B-17s, thinking the while of some day 'going back to college.' "

Medical Schools Hit by War Demands

NEW YORK—As a result of the increased strain placed upon the medical schools of this country because of wartime demands for more doctors, many of the colleges have had to lower their standards and are facing a dangerous period in which graduates of the future will be inadequately prepared and professionally immature.

This warning was issued by Dr. Willard C. Rappleye, dean of the Faculty of Medicine, Columbia University, and chairman of the executive council, Association of American Medical Colleges. One-third of the medical staff of America's colleges are now in service. A survey prepared by Dean Rappleye shows that one-fourth of all the leading medical schools have had

to reduce their standards, while many others are on the borderline.

Medical schools now operate on a twelve-month basis, telescoping the ordinary four years' work into three. This means that one-third fewer medical teachers must do more work than was formerly expected of a full staff. A "grave situation" exists, the Columbia dean declared, in outlining the present status of these schools.

War-Torn Universities Aided by Gifts of Students Here

WASHINGTON—The task of keeping university life afloat is a desperate one in many countries today. Everywhere higher education has been disrupted by war; in many countries it is in danger of disappearing altogether—as indeed has been the case in some of the occupied European countries. In the face of both the actuality and the threat, it is significant that the universities have not "taken it lying down." From all parts of the world aid has come from more favored universities to those which are struggling for their lives. Two things are significant in this spontaneous movement: (1) it is international, (2) it has stemmed largely from student initiative and represents very real "student solidarity" despite cultural or racial differences.

The World Student Service Fund in the United States demonstrates this concern of the university for other students and faculty who have been victimized by the war. The Fund, which has existed since China's universities were attacked in 1937, this year has active contacts in 721 American colleges which are endeavoring to reach the national goal of $300,000 for student war relief. This organization is matched by many another—in Great Britain, Sweden, Canada, Australia, New Zealand, Switzerland, India. Even students who themselves receive relief are not unaware of the plight of others. Students in China have sent $70 for student relief in Europe; students in unoccupied France in the summer of 1942 raised several thousand francs for drastically needed food for the starving students of Greece.

Vermont Governor Urges More State Aid for Schools

MONTPELIER, VT.—The need for increased local and State support for Vermont's school system is fast becoming critical, Gov. William H. Wills declared in the regular report of his administration.

War conditions, he said, have tended to emphasize many public school needs which have been long in existence and which have been repeatedly presented to public attention by the State Board of Education, the Commissioner of Education and the Governor. Some needs, he added, have become so critical that more than ordinary public attention should be given them.

Inability of local districts to raise teachers' salaries to anywhere near an amount comparable to wages received in other occupations is the greatest current problem before school authorities, the Governor asserted. Knowledge of this, he said, is deterring high school graduates from entering schools for teacher preparation and contributing to the future shortage of teachers. Because of the lack of competent teachers, the Governor pointed out, the State is menaced dangerously by the threat of lowered educational standards.

Last year, the Governor said, the State had approximately 300 emergency teachers. This year there are practically none. This situation, he continued, is rapidly getting beyond the control of the local communities.

Federal aid is not the solution to the problem, he said, because this would involve Federal control of the schools. The only satisfactory solution, the Governor believes, is further State aid.

"The most difficult feature in any program whereby the State enlarges the function it performs is in securing legislative sanction for increased State aid," the Governor continued. "The only justification for any State aid is to enable all communities in the State to offer comparable advantages to their boys and girls. I believe no boy or girl should be penalized educationally because he lives in a 'poor' rather than a 'rich' town. It is as an evener of educational opportunity that the State steps in to assist."

Sees Education Open To Ability Not Cash

BOSTON—Education, not according to ability to pay for it, but ability to profit by it, was foreseen as a definite postwar prospect by Dr. E. George Payne, Dean of the School of Education of New York University.

Dr. Payne spoke at the luncheon in Hotel Statler which opened the two-day fifty-eighth annual meeting of the New England Association of Colleges and Secondary Schools.

"The welfare of society," said Dr. Payne, "will be the determining factor in selection of students, and every individual will have the opportunity of developing his fullest potentialities. His full growth will be utilized for that purpose. He will not be left to acquire capacities for the social life after his formal education is ended."

Warning that the day of demobilization will present the nation with the problem of preparing virtually all its youth between the ages of 16 and 25 for successful civilian life, Dr. Payne said we should find education to be "the most fundamental factor" in determining the effectiveness of democracy and the social order of the future.

"All education," predicted Dr. Payne, "will certainly give greater emphasis to experience as a part of the education of youth."

Czech Universities Honored for Courage

ALBANY, N. Y.—The fourth anniversary of the closing of 600-year-old Charles University of Prague and the other Czechoslovak universities by the Nazis, following the reprisals against the display of national independence by the Czech students was observed recently. American educators honored the heroism shown by these students, who were tortured and murdered for daring to uphold their ideals.

During the night of Nov. 17, 1939, the German military authorities took possession of all Czech colleges and universities.

Honoring the heroism shown by the Czech students, Hobart and William Smith Colleges recently gave a salutation to Charles University at special convocation exercises. The up-State New York college, after paying particular tribute to the courageous acts of the professors and students, presented honorary degrees to Dr. Otakar Odlozilik and Jan Papanek, noted Czechoslovak scholars.

Illinois University Has Program for Veterans

URBANA, ILL.—A post-war educational program "strong and vital enough to hold the interest of war veterans" was proposed by University of Illinois faculty committees following a year of study.

Seven specific proposals were presented, according to Provost A. J. Harno, in the interests of adjusting conventional academic requirements with the objective of meeting peacetime needs of former servicemen.

The proposals:

1. Flexible admission and credit requirements which take into consideration training and experience in the armed forces.
2. A year-round program geared to Army and Navy life.
3. Curricula that will not restrict mature students to one division of the university.
4. A broad aeronautical program.
5. A school in the field of labor relations.
6. New scientific courses for training in work in world reconstruction.
7. An extensive program of adult education on a statewide basis to retrain persons in war industries for peacetime pursuits.

Harno, pointing to President Roosevelt's recent plan for wide education of returning soldiers, suggested that a program for returning veterans to school might serve as an alternative to a slow demobilization.

Preinduction Training Broadens in Scope

BOSTON—Welcome emphasis on "why we fight" is growing throughout New England schools under the broad preinduction training sponsored by the War Department with the concurrence of the Navy.

The new emphasis, according to Capt. Frederick A. Zehrer who coordinates the program for the First Service Command, is shared with the more expected principles of mechanical dexterity and orientation of what to expect in the armed services.

Captain Zehrer, who was a leading educator in State and local school systems in Connecticut after doing graduate work at Harvard University, estimated that today the program is adopted in 51 per cent of the public and private schools in New England, reaching 65 per cent of the boys between their sixteenth birthday and induction day, their eighteenth birthday.

Other schools will no doubt embrace the program as soon as they discover that preinduction training is much broader than machine-shop training, the Captain predicts.

N. E. Superintendents Told High School 'Prep' Work Good

BOSTON, MASS. — School superintendants from the six New England States, gathering here at the Hotel Bradford for the 126th meeting of their association, exchanged ideas on their common problems of these unusual times in an atmosphere of confidence and courage.

Addressed by Dr. Mary Ellen Chase, professor of English at Smith College and well known author, the schoolmen were assured that their schools still do an adequate job of preparing students for college. Miss Chase declared that the notion that private school attendance is essential to equipping a young person to get the most and best out of college, needs to be exploded. Among the school systems whose graduates gave especially good account of their preparation, she named that of Newton, Massachusetts —thus paying incidental tribute to State Commissioner Julius E. Warren, now on leave as head of the Newton schools.

Other speakers included Commissioner Warren, Dr. Edgar Park, retiring president of Wheaton College, and Wallace R. Deuel, former newspaper correspondent.

Mr. Deuel, speaking on "The War on the Home Front," pointed out that Nazi propaganda was the real Nazi secret weapon. His experience in teaching in the Near East furnished stories of earnest Syrian school boys with prodigiously rolling r's and an unquenchable thirst for learning.

The exhibition of school materials and equipment sponsored by the New England Association of Educational Salesmen attracted unusual attention, particularly around luncheon time—the exhibitors cannily providing their annual treat in the ballroom where their wares were on display under the direction of Mr. Frank Sherman, secretary of the salesmen's group.

Officers elected by the New England superintendents for the coming year are: Clarence W. Bosworth, Cranston, R. I. President; John J. Desmond, Jr., Chicopee, Mass., Vice-President; Burr J. Merriam, Framingham, Mass., Secretary-Treasurer.

Would Reshape Schooling To Modern Child Needs

NEW YORK—A three-year research project in childhood and youth education, which will mean a re-shaping of elementary and secondary education to meet rapidly moving social change, has just been launched by a group of nationally prominent educators meeting at Teachers College, Columbia University.

Announcement of the project was made by Dean William F. Russell of the College, after a two-day conference of the American Youth Commission, and the staffs of the College and the Horace Mann-Lincoln Institute of School Experimentation.

The criticism that "schools have been too remote from rapidly moving social changes and that educational programs tend to get out of gear with current conditions," was made by Dr. Hollis L. Caswell, Director of the Institute, while admission that the schools have not met the need for an effectual understanding of race relations, of consumer knowledge, of the processes of production, of foreign culture and other information closely related to living came from speakers attending the conference.

Pupils Blueprint Future of Airport

BOSTON—Boston's postwar role in aviation is to be blueprinted by the boys and girls who will probably bring it about, it was disclosed recently with the announcement of an essay contest for high and intermediate school pupils on the subject, "The Development of Boston Through Improved Airport Facilities."

Youngsters in Grades 7 through 12 have been asked by the School Committee to write from 300 to 700 words on the Hub's future as an air center, keeping in mind that the winners will be selected on the basis of original and practical ideas that stem from individual study of a problem that has engrossed more mature aviation enthusiasts here for some time.

Teacher on Tenure Was Unlawfully Fired

QUINCY, MASS.—Reinstatement of Miss F. Gladys Perkins to teach in the Quincy public schools was ordered by the full bench of the Massachusetts Supreme Court. Dismissed on Dec. 10, 1940, by the Quincy School Committee on charges of insubordination, conduct unbecoming a teacher, and failure to cooperate, Miss Perkins took her case to court on the grounds that she had not had the full hearing to which the law of the Commonwealth entitles her.

Judge Frank J. Donahue of the Supreme Court decided in her favor, reported his decision to the high court, and was sustained in the decision which was returned by Chief Justice Fred T. Field.

According to the decision, Miss Perkins, having served more than 3 years as a teacher, held her position "in discretion" and could not be dismissed except by a two-thirds vote of the whole School Committee.

Her case was heard on Nov. 26, 1940, by five of the Committee's seven members. The remaining two read a stenographic report of the hearing. When a vote was taken, six members decided for dismissal, but the court ruled today that the votes of the two members absent from the hearing were not valid.

Oriental Lingoes Learned in Jig Time

SEATTLE—A crossroads bazaar in the Orient has no more variety of languages than resounds from a classroom at the University of Washington, where 113 picked enlisted men are studying Japanese, Korean and Chinese under the Army specialist program.

The students, all proficient in at least one European language, have disproved the popular impression that Oriental languages are more difficult to master than French, German or Spanish. By concentrating on oral and colloquial Japanese, the men have succeeded in acquiring a working knowledge of the languages after only twelve weeks of classroom instruction.

To perfect themselves more rapidly many of the men speak Japanese to one another throughout the day—at meals, when they meet on the campus, during leisure hours.

Grins Between Grinds

HOW ABOUT "ERGOPHOBIA"?

"Doctor, if there is anything the matter with me, don't frighten me half to death by giving it a long scientific name. Just tell me what it is in plain English."

"Well, sir, to be frank with you, you are lazy."

"Thank you, doctor. Now tell me the scientific name for it. I've got to report to my wife."

NOT POSTED

A man and wife, hiking in the woods, suddenly realized they had lost their way. Said the husband: "I wish Emily Post were here with us—I think we took the wrong fork."

AND THE VIM IN VIMMEN

Johnnie—"Dad, tell me what it's like in a night club."

Dad—"Well, a night club is where they take the rest out of restaurant and put the din in dinner."

DOLEFUL TEARS

Mrs. Canton: "I always feel lots better after a good cry."

Mrs. Savoy: "So do I. It sort of gets things out of my system."

Mrs. Canton: "It doesn't get anything out of my system, but it does get things out of my husband."

POOR CHILD

"Lady, could you give me a quarter to get where my family is?" pleaded the boy who rang the doorbell.

"Certainly," remarked the old lady. "Here is a quarter. Where is your family?"

"At the movies."

INCOMPLETE

A city youngster was paying his first visit to his uncle's farm. Among the animals on the place was a rather small colt. As the boy stood gazing at the little creature, his uncle said: "Well, what do you think of him, Johnny?"

"Why—why, he's all right," said Johnny, "but where's his rockers?"

THIS DAY'S

It was bedtime and little Jackie had a question: "Look, Mother, why can't we just pray once a week or once a month? Why do we have to ask every day for our daily bread?"

Small Brother David: "So it'll be fresh!"

INTRICATE

"Give me an example of foreign entanglements," said the teacher.

"A plate of spaghetti," replied Tommy.

TRY AND TRANSFORM 'ER

Two school teachers were discussing a mutual acquaintance. Said one: "She has a magnetic personality."

"She ought to have," replied the other. "Every stitch she has on is charged."

THAT ENGLISH WEATHER!

Three Canadians sleeping in one of Britain's training camps one night last summer were awakened by a tremendous crash not far away.

"What was that?" asked one. "Bombs, or thunder?"

"Bombs," was the laconic reply.

"Thank heaven," said the third. "I thought we were going to have more rain."

AND WITHOUT BUTTER

Customer: "I'd like a dollar dinner, please."

Waiter: "Yes, sir. On white or rye, sir?"

Speaking Rated Over Slide-Rule Skills

NEW YORK—Mastery of the slide rule is less important for future engineers than mastery of spoken English, while foreign languages are "utterly useless," according to a poll of recent graduates of the City College School of Technology made public by Dr. Albert B. Newman, dean of the school.

The high rating given the school's prescribed two-year sequence in public speaking was attributed to its "value to the engineer in explaining abstruse technical problems to the laymen in lucid English." With a single exception, the engineers condemned foreign-language study. "Slight exposure to French or German does more harm than good," one of them said. "Since you can't learn the language in the prescribed two years anyway, why bother with it at all?"

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